



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

tools, basting, hemming, plain machine stitching, over-casting, over-seaming, running, back-stitching, half back-stitching, plain fell, French fell, gathering, darning, patching, button-hole making, gusset-making, feather-stitch, hem-stitch.

Embroidery stitches: Cross stitch, split stitch, outline stitch, button-hole stitch, rope-stitch, French knot, chain stitch, herring-bone stitch, satin stitch, darning, embroidery stitch, couching.

BOOKS FOR REFERENCE.

Textiles: *Textile Chemistry*, J. Merritt Matthews, Philadelphia Textile School; *Woolen and Worsted Cloth Manufacture*, Roberts Beaumont; *Mechanism of Weaving*, T. W. Fox; *Elements of Cotton Spinning*, Morris & Wilkinson; *Cotton Weaving*, Richard Marsden; *Weaving*, Posselt; *Cotton Spinning*, Nasmith; *Cotton Spinning*, Taggart; *Cotton Spinning*, Brooks; United States Government Bulletin, No. 33, *The Cotton Plant*; United States Government Reports on *Useful Fibres*; *Flax*, Peter

Sharpe; *Silk*, Jonathan Ruegg; *Instruction Book in the Art of Silk Culture*, Women's Silk Culture Association of United States; *Silk and Silk Dyeing*, Hurst; *Structure of Wood Fibre*, Bowman; *Embroidery*, N. G. Paulson Townsend; *Textile Dyeing*, Berlin Aniline Works, Philadelphia; *The Textile Industries*, William R. Bagnall; *Dyeing of Textile Fabrics*, Hummell.

Reports of United States commissioners to the Paris Exposition, 1878, Vols. I. and III.; Smithsonian Report, No. 6; *Oriental Carpets*, Royal Museum, Austria.

History: *Primitive Culture*, Tylor; *Early History of Man*, Tylor; *Man before Metals*, Joly; *Great Paces of Mankind*, *Woman's Share in Primitive Culture*, C. T. Mason; *Lake Dwellings of Switzerland and Other Parts of Europe*, Keeler; Encyclopedia Britannica, Textiles, Tapestry, Weaving Rugs.

NOTE.—The syllabus of Miss Mitchell's work in color and design in Textile Fabrics will be found under the Department of Art.

Kindergarten Round Tables

Anne E. Allen

These round tables will be divided into two sections, one for the discussion of the work with the children as observed in the morning kindergarten; the other for the playing of games in order to discuss, if possible, the best plays for little children. Under the first section, such headings as the following may be suggestive in leading to the most helpful discussion:

1. Social value of such plays and games as have been observed.
2. Whether value is direct or indirect; vital or otherwise.
3. Effect upon character of such work.
4. Has it an end worth striving for?
5. Free plays vs. prescribed plays.
6. Disciplinary value of games.

7. Question reasons for order of occupations, form of presentation, and educative value.

8. Shall we follow the interests of children, and, if so, how far? Should we ever follow their whims?

9. Shall we study the development of the children themselves or the logical sequence in presentation of the materials used?

10. Question program as a whole.

In the second section games will be played and criticised from the standpoint of their pedagogical usefulness:

a. Romping games. *b.* Unrelated kindergarten circle games. *c.* Sense games. *d.* Pantomime. *e.* Gymnastic games and rhythmic movements. *f.* Games involving dramatic expression.